

**“THE EFFECTIVENESS OF USING VIDEO BLOG (VLOG) ON
STUDENTS’ SPEAKING ABILITY IN EXPRESSING DAILY
ACTIVITIES FOR THE FIRST SEMESTER OF THE ELEVENTH
GRADE OF MA UNWANUL FALAH PESAWARAN IN
THE ACADEMIC YEAR OF 2020/2021”**

A Thesis

Submitted as a Partial Fulfillment of the Requirement of
the Requirement for S1-Degree



By

NAME : ANNISA RETNO PUTRI

NPM : 1611040426

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE UNIVERSITY OF ISLAMIC RADEN INTAN LAMPUNG
2021**

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE UNIVERSITY OF ISLAMIC RADEN INTAN LAMPUNG
2021**

ABSTRACT

THE EFFECTIVENESS OF USING VIDEO BLOG (VLOG) ON STUDENTS' SPEAKING ABILITY IN EXPRESSING DAILY ACTIVITIES FOR THE FIRST SEMESTER OF THE ELEVENTH GRADE OF MA UNWANUL FALAH PESAWARAN IN THE ACADEMIC YEAR OF 2020/2021

**BY
ANNISA RETNO PUTRI**

This study deals with the implementation of using Video Blog (vlog) towards students' speaking ability in the eleventh grade of MA Unwanul Falah in the academic year of 2020/2021. The objective of the research was to know whether or not there is significant influence of using video blog (vlog) towards students' speaking ability in expressing daily activities.

This research applied quasi experimental design. The object was selected by using cluster random sampling from 80 of population in four classes. The Instrument of this research was an oral test.

From the data analysis, it was found that the results obtained in the independent sample t-test, that the value of significant generated $\text{Sig. (Pvalue)} = 0.011 < \alpha = 0.05$. So, H_a is accepted and H_o is rejected. It can be conclude that there was significant influence of using Video blog (vlog) on students' speaking ability at the second semester of the eleventh grade of MA Unwanul Falah Pesawaran in the academic year 2020/2021.

Key Words : Quasi experimental, Speaking ability, Video blog (vlog)



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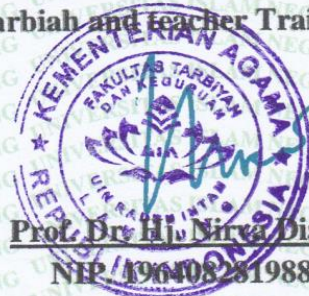
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MOTTO

وَأَسِرُّوا قَوْلَكُمْ أَوِ اجْهَرُوا بِهِ ۖ إِنَّهُ عَلِيمٌ بِذَاتِ الصُّدُورِ ﴿١٣﴾

“And whether you speak softly or proclaim it aloud; He indeed knows what lies within the hearts”. (Al-Mulk 13)¹

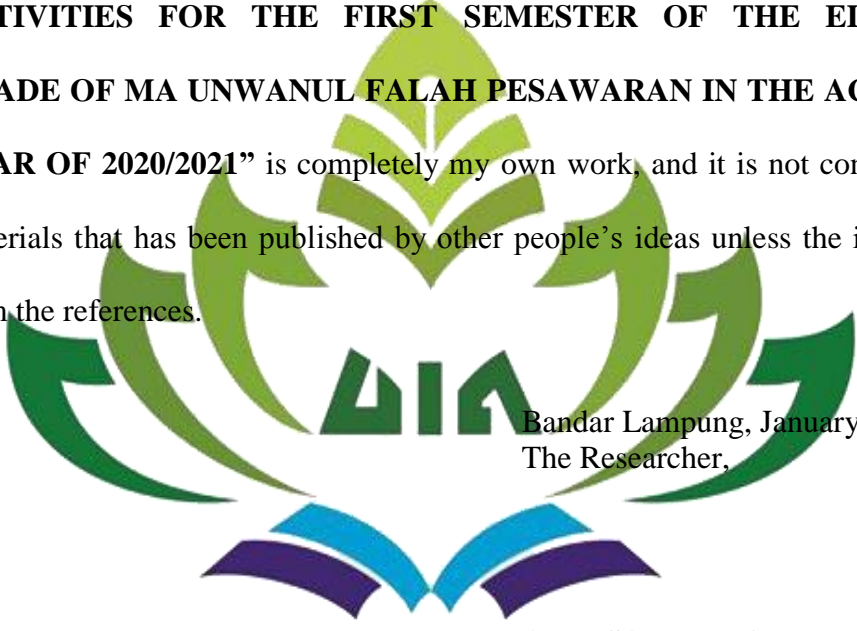


¹ Maulawi Sher ‘Ali, *Arabic Text and English Translation*, Present Edition, Islam International Publication Limited, 2004, p.354

DECLARATION

In the name of Allah the most Gracious and Merciful.

Hereby, then I fully declare the thesis entitled “**DECLARATION** In the name of Allah the most Gracious and Merciful. Hereby, then I fully declare the thesis entitled “**THE EFFECTIVENESS OF USING VIDEO BLOG (VLOG) ON STUDENTS’ SPEAKING ABILITY IN EXPRESSING DAILY ACTIVITIES FOR THE FIRST SEMESTER OF THE ELEVENTH GRADE OF MA UNWANUL FALAH PESAWARAN IN THE ACADEMIC YEAR OF 2020/2021**” is completely my own work, and it is not containing the materials that has been published by other people’s ideas unless the information from the references.



Bandar Lampung, January 2021
The Researcher,

ANNISA RETNO PUTRI
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DEDICATION

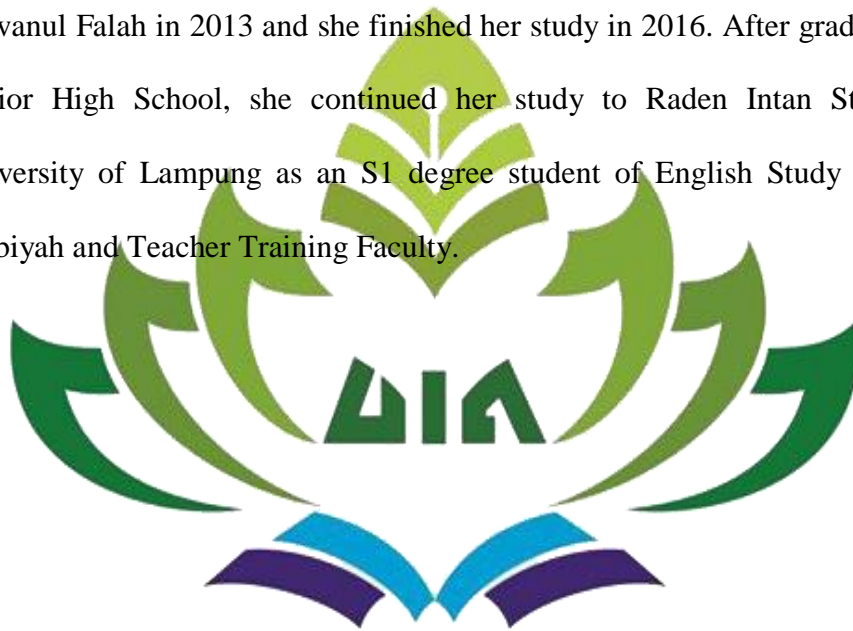
From the depth of my heart. This thesis is proudly dedicated for everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, my father Mr. Suratno and my mother Mrs. Supiyah who always inspire, support and give me motivation to study hard until now. Therefore, thank you for giving the financial, moral and spiritual support.
2. My beloved brothers, Bisma Airlangga who always support me.
3. My almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Annisa Retno Putri, she was born on May 19nd 1999 in Bawang, Punduh Pedada Pesawaran, Lampung. She lives in Bngun Rejo 1 RT/RW 001/003 Kec. Punduh Pedada, Kab. Pesawaran. She is the first daughter of two siblings. The researcher began her school to SDN Bawang, in 2004. Therefore, she continued her study to SMPN 2 Punduh Pedada, in 2010. After that, she continued her study to MA Unwanul Falah in 2013 and she finished her study in 2016. After graduating from Senior High School, she continued her study to Raden Intan State Islamic University of Lampung as an S1 degree student of English Study Program of Tarbiyah and Teacher Training Faculty.



ACKNOWLEDGEMENT

First of all, all praise is due to Allah, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis Entitled "The Effectiveness Of Using Video Blog (Vlog) On Students' Speaking Ability In Expressing Daily Activities For

The First Semester Of The Eleventh Grade Of Ma Unwanul Falah Pesawaran In The Academic Year Of 2020/2021" is presented to the English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore, the researcher would like to express the deepest sense of gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs, who have given an opportunity and forbearance to the researcher when on going the study until the end of this thesis composition.
2. Meisuri, M.Pd, the Head of English Study Program at UIN Raden Intan Lampung, and as the advisor who give the researcher permission to conduct the research.
3. Nunun Indrasari, M.Pd the co-advisor who patiently educated, supported, directed, and given the researcher countless advices, suggestions and recommendations for this graduating paper from beginning until the end.
4. All lecturers of the English Study Program of UIN Raden Intan Lampung who have taught and shared the considerable insights to the researcher.
5. Muslih, S.Pd.i the Headmaster of MA Unwanul Falah Pesawaran for allowing the researcher conducting the research; to English teacher of MA Unwanul Falah Pesawaran, Tri Handayani, S.Pd for being helpful

during the research process and giving suggestion during the research; all the teacher and the students at the second semester of the eighth grade of MA Unwanul Falah Pesawaran for allowing to carry out the research in their institution and for giving the contribution and being cooperative while the researcher was conducting the research there.

- 6 . My beloved friends Dwi Aprida Nisa, S.Pd thanks for always support and give me motivation to study hard and complete this thesis.
7. My beloved friends in English Department of UIN Raden Intan Lampung especially Arum Kadiasih, Yunita Nurwahyuni, Yunita Amelia Nur Damayanti, Pungky Ayundari and H class thank for your help and motivation that given for the researcher.

Finally, the researcher is aware that the thesis has a lot of weaknesses. Therefore, the researcher truthfully welcomes comments and criticisms from readers for enhance the quality of the thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English Teaching Profession

Bandar Lampung, February 2021

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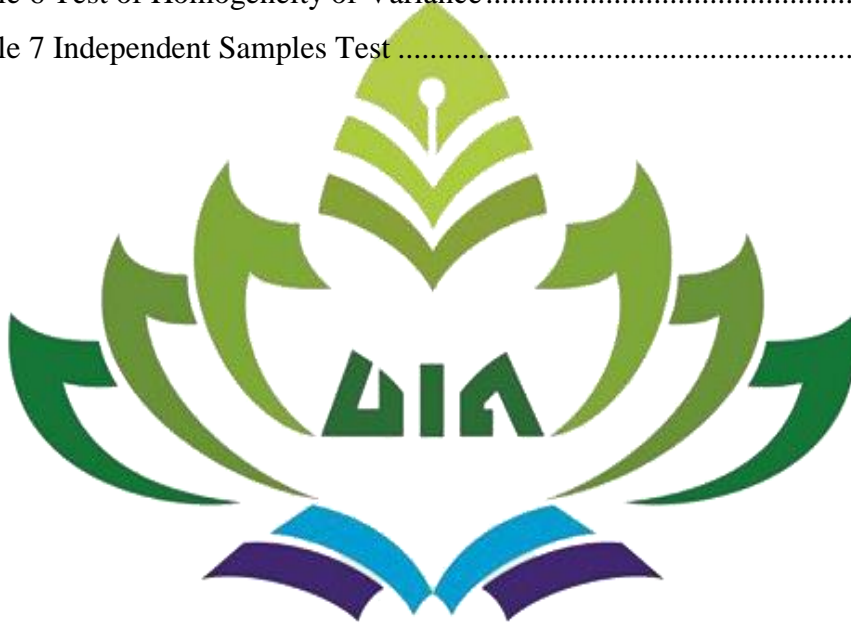
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CHAPTER I

INTRODUCTION

A. Background of The Problem

Speaking is one type of language skills to be achieved in the teaching of modern languages including English. Speaking is the main means of fostering mutual understanding, mutual communication, using language as its medium. Speaking is a tool to deliver something or express their idea, feeling, to the listeners and get feedback from them. In this era communication is very important in our daily life, because people need to get and deliver information about something to each others. According to Fulcher, Speaking is the verbal use of language to communicate with others.² Therefore, language is a purpose to communicate or expressing one's thoughts and ideas in spoken language and a way to interact with other people to socialize well. Without language, it is impossible for someone to make communication with each other.

Speaking is accepted by everyone as an essential language-communication skill, but its importance to language learners goes beyond just day-to-day communication.³ Speaking activities can be said as good communication if it is can release the information clearly and can be understood by others. It is why people have to produce and interact with English language in their daily learning communication. Speaking is probably the language skill that most language

²Glenn Fulcher, *Testing Second Language Speaking*, (Britain: Pearson Education Limited, 2003), p.23.

³Christine C.M. Goh, Anne Burns, *Teaching Speaking A Holistic Approach*, (New York: Cambridge University Press, 2012),p.15.

learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online.

Celce-Murcia states that for most people the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication.⁴ The ability to speak has a very important role in daily life. With the ability to speak, a person will be able to convey ideas, thoughts, ideas, and feelings to others. Thus, the ability to speak must be learned from an early age to be skilled in speaking so that what is conveyed can be understood by the listener. To be able to speak English well, they need to study the other sub-skills such as pronunciation, vocabulary, and grammar.

Allah SWT, in holy Qur'an said about good communication in surah An-Nisa/4:9

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا

سَدِيدًا

”And let those fear (in their behaviour toward orphans) who if they left behind them weak offspring would be afraid for them. So let them mind their duty to Allah, and speak justly”, (An-Nisa/4:9)⁵

⁴ Celce-Murcia, Marianne, *Teaching English as A Second of Foreign Language (Third Edition)*, (New York: Heinle-Heinle, 2001), p. 163

⁵ *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris* (Depok: Al-Huda Kelompok Gema Insani) Al-Qolam: 1, p.1037

This verse told about how to communication concerns human social contact in society. This means that the contact made is also different as well as behavior. In addition, another important thing that needs attention is the communication process.

Based on the preliminary research at MA Unwanul Falah Pesawaran. The researcher was observation look the students have problem with speaking, most of them are less active in speaking English. Based on interview with the English teacher Tri Handayani, S.Pd. She said that students' speaking skill of the eleventh grade is still low. The students are difficult to memorize and shy to speak English. Their pronunciation and grammatical ability are still low, but in fact the students' score are still under criteria minimum mastery in MA Unwanul Falah Pesawaran. It can be seen from the table of the score of speaking. Here is the detail description:

Table 1⁶

The Speaking Score of Student of The Eleventh Grade of MA Unwanul Falah Pesawaran in 2020/2021 Academic Year

No	Score	Class		Total	Precentage
		XI A	XI B		
1	≥ 75	9	7	16	38.47 %
2	<75	10	14	24	61.53%
Total		18	21	40	100 %

⁶ Tri Handayani, *Document of the speaking score of the eleventh grade of MA Unwanul Falah Pesawaran*

Source: The Data from English teacher of MA Unwanul Falah Pesawaran

From the data above, the researcher got information that from 40 students of the eleventh grade in MA Unwanul Falah Pesawaran, 16 students got scores below the standard, because the criteria of Minimum Mastery (KKM) at the school is 75. More than 50% students got score below the standard, therefore it means that students' mastery in speaking is low. Based on preliminary reasearch, the researcher found the problems why the students' speaking skill is low, it happens because the students fell bored with less effective learning methods and the teacher does not used appropriate media in teaching speaking.

Media is anything used to send message from the sender to the receiver, so it can be aroused the learners though, feeling, and interest to gear the students learn.⁷ It means that can help the students to be interested in learning. There are many media that can be used by the teacher to teach students especially speaking. For teaching speaking, the media that can be used video blog. In this era social media are identical with the teenagers life can be utilized as media to the students explore their ability in English which now, most of social media are using English in their application. The success of English teaching learning in the school is not sufficient by implementing curriculum, but from the creative teachers' uses the media and strategy to make teaching and learning process more active and able to make students understand the material.

⁷ Nunung Ruis, Muhyidin, and Tri Waluyo, *Instructional Media* (Jakarta:Gramedia, 2009), p.2

Harmer states in Novita Lestari article that video could be supplied simulations, not only because it could give feedback when students could be watched and evaluate performances, but also because the presence of the video helped to make students feel more realistic.⁸ It means that video in nowadays today is teachers can use a video because its also easy support in teaching and learning process, and certainly can make students more creative. In this era there are certainly many students who have mobile phone and it will be easier for students to access something and can be used for learning, and depending on how it is used or the concept of learning.

Vlog is a creative video that everyone can create then edit as creative as possible (add images, text, sounds) then upload or share on the social media platform as like YouTube, Facebook and others.⁹ The difference between vlog and video is usually private and not owned by a group, while videos are usually the public property of management or a group. Vlog is a combination of video and blog (blog itself is a mix of web and log). Blog is a forum for anyone who wants to express opinion, or share information personally or socially. Blogs can be used for writing and Vlog can be used for communication.

⁸ Novita Lestari, "Improving the speaking skill by vlog (video vlog) as learning media: The EFL Students perspective", *International Journal of Academic Research in Business and Social Sciences*, Vol, 9 No, 1 (Februari 2019), h. 915-925

⁹ Fidan, M., & Debbag, M. *The Usage of Video Blog (vlog) in the "School Experience" Course: The Opinions of the Pre-service Teachers. Journal of Education and Future year*. 2018. hal 161-177.

Therefore, vlog is a media that can produce to learn creations that has many forms to gave information or message, and can provide a knowledge of students' memory during the learning process. Vlogs combine images, audio, movies, text to communicate personal reflections, expression of feelings, documentaries and stories. Video bloggers upload them to their video blogs to share their vlogs with their audiences. Video blogging is a new and popular trend in this era, many people usually make vlogs regularly and take a long vlogging that tells vlogger daily. To create a Video Blog you can use a variety of devices, such as cellphones with cameras, digital cameras that can record video, or cameras that are equipped with a microphone.

It is supported by Ika Trisna Nurcahyani, the title is "The Effectiveness Of Using Video Blog On Students' Speaking Skill Of Recount Text At the Eight Grade Of Junior High School". This study used pre-experimental design which belongs to quantitative approach by using one group pretest and posttest. The population of this study was eight grade students of SMPN 1 Sunbergempol which consist of 10 classes with total of the students 370. The finding of the study showed there was the different score of pretest and posttest. The mean of pretest score was 43.70 and the mean of posttest score was 55.47. It is mean that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It can be concluded that the use of video blog was effective used as the alternative

technique in teaching speaking English to increase the students' score of speaking skill in recount text.¹⁰

In Ainun Jariyah, from The State Islamic Institute of Surakarta, has conducted research about the effectiveness of blogging videos (vlog) in teaching speaking to the eight grade students of SMP al-islam 1 surakarta. She found some strength during the process in teaching speaking, they are: Most of students were active in teaching speaking process because vlog gave more opportunities to speak during the activity in the class and the students were very interested because they could find comprehend the material given by the researcher. The research finding of her research is that vlog is effective to teach speaking.¹¹

In Iif Latifah Amir the tittle is, "The Effectiveness of Video Blog (Vlog) in Teaching Speaking of Explanation Text (A study at the Eleventh Grade of MA Asshiddiqiyah 3 Karawang in the Academic Year 2018/2019). The researcher used quantitative approach and the research design used an experimental research. The sample of this research were XI 3 as experimental class which was taught by using video blog (vlog) and XI 2 as control class which was taught without using video blog (vlog). Based on the collecting data, it was obtained that $t_{count} = 4.63$ and $t_{table} = 2.02$. it showed that $t_{count} > t_{table}$ ($4.63 > 2.02$), so H_0 is rejected and H_a is accepted. It means that, there is a significant difference in students' speaking between students who are taught by using vlog and those who are taught by using without vlog. Based on the result findings, it can be concluded that the

¹⁰ Ika Trisna Nurcahyani "The Effectiveness Of Using Video Blog On Students' Speaking Skill Of Recount Text At Eight Grade Of Junior High School", (IAIN Tulungagung, 2018).

¹¹ Ainun Jariyah (SRN.14.32.2.1.167), "The Effectiveness of Blogging Videos (Vlog) In Teaching Speaking to The Eight Grade Students of SMP Al-Islam 1 Surakarta In The Academic Year 2017/2018", Thesis, (Surakarta: Program Pasca Sarjana IAIN Surakarta, 2018), p.99

use of vlog in teaching speaking is effective. Therefore, it is recommended that vlog can be implemented as one of the effective teaching media for the teacher to teach speaking skills and for future researcher can use the same kind of research with different sample and condition.¹²

In this research, the researcher would focus on speaking ability, because speaking its important for academic and to get information. An effective medium can deliver messages or learning information to convey by the source message to the target or recipient of the message. According to Gerlach and Elly, to select the appropriate media, the teacher must consider the characteristics of the students, which directly related to the learning process such as verbal abilities, visual and audio perception skills.¹³ By looking at this situation, as a teacher can explore opportunities by utilizing the internet, one of which is a vlog as a medium of learning. In fact, most English language teachers still do not understand and master the appropriate and effective learning strategies in student learning. This makes students feel less motivated and productive in learning English.

The researcher chooses video blog (vlog) and focus on daily activities in teaching speaking. Activities carried out daily or also called our daily routine and described as mundane, routine, natural, habitual, or normal. When making sentences about daily activities it is certain to use Simple Present Tense as the main menu in each sentence making. Therefore, students can more easily develop

¹² If Latifah Amir the tittle is, *"The Effectiveness of Video Blog (Vlog) in Teaching Speaking of Explanation Text (A study at the Eleventh Grade of MA Asshiddiqiyah 3 Karawang in the Academic Year 2018/2019)"*, (UIN Walisongo, 2019)

¹³ Gerlach, Vernon. S, and Elly, Donald. P, *"Teaching and Media: Asystematic Approach"*, (New Jersey:Prentice Hall, 1980), p. 245

their speaking and become accustomed to speaking English everyday with their colleagues at school. It is also an appropriate media for these students at their age, because video blog have a wide reach. Usin video blog (vlog) media can give students plenty of oppotunities to develop their fluency. Learning English use video blog make students interest and it can provide good motivation to learn English, and students more active in learning English. They can feel something new and divverent from what they usually get in their class.

Therefore, based on the background of the problem above, the researcher do the research out to justify the effect of using video blog (vlog) in teaching speaking ability in expressing daily activities is effective or not and than using video blog (vlog). So that the researcher interested in conducting research under the title “The Effectiveness Of Using Video Blog (vlog) On Students’ Speaking ability Of Expressing Daily Activities”.

B. Identification of The Problem

Based on the background of the study, The Researcher identifies the following problem in student’s speaking skil in senior high school, they are :

1. The students are lazy and shy to speak English with other people.
2. The students less in speaking English because they are shy and afraid to make mistakes in speaking.
3. The students are bored to study English because the teacher does not use an interesting technique.

4. The English teacher does not use a media for teaching speaking in the class.
5. Students' speaking interest is very low.

C. Limitation of The Problem

Based on the identification of the problem, the researcher focus on the used of video blog (vlog) towards speaking ability in expressing of daily activities at the elevent grade of MA Unwanul Falah Pesawaran in the academic year of 2020/2021.

D. Formulation of The Problem

Based on the identification of the problem and limitation of the problem the researcher was to formulate the problem as follows "Is there any significant influence of using video blogs (vlog) towards students' speaking ability in expressing of daily activities at the eleventh grade of MA Unwanul Falah Pesawaran in the academic year of 2020/2021?"

E. Objective Of The Research

The objective of the research was to know whether there is significant influence of using video blog (vlog) towards students' speaking ability in expressing daily activities at the first semester of the eleventh grade of MA Unwanul Falah Pesawaran in the academic year 2020/2021.

F. Use of the Research

The uses of the research were as follow:

1. For the Students

- a. Motivatie students to learn speaking.
- b. Give information to students about video blog (vlog) in teaching learning speaking.

2. For the Teacher

- a. Give information to English teacher about influence of video blog (vlog) to make students more active speak English language.
- b. It is expected as an alternative teaching learning for the teacher to help the students learn English, especially in learning speaking through video blog (vlog).

3. For the Other Research

- a. As a contribution for education research development.
- b. Give information for futher research development about video blog (vlog) as media of teaching speaking.

G. Scope of the Research

1. Subject of the research

The subject of this research is the students at the eleventh grade of MA Unwanul Falah Pesawaran in the academic year of 2020/2021.

2. The object of the research

The object of this research is use of video blog and students" speaking ability.

3. Place of the Research

This research was conducted the research at MA Unwanul Falah Pesawaran.

4. Time of the Research

The research was conducted at the first semester in the academic year of 2020/2021.



CHAPTER II

LITERATURE REVIEW

A. Teaching English as Foreign Language

Teaching English as a foreign language, also known as TEFL or ESL (English as a second language), has become one of the largest education industries in the world. As the industry has grown, so have the opportunities. Experienced and inexperienced teachers can still enjoy a fun year or two working abroad, but other opportunities within the industry have opened up. Teachers can now enjoy lasting careers as well as travel and experience new cultures. Now really is the best time to teach English as a foreign language.

In teaching English as a foreign language, teachers should have good preparation and technique in giving the material to the students. Teaching English as a Foreign Language (TEFL), which is also known as Teaching English to Speakers of Other Languages (TESOL) or English Language Teaching (ELT), involves the process of teaching the English language to students whose first language is not English.¹⁴ It means that teaching English as foreign language is taught for learners whose their first language is not English. It is as in our country Indonesia.

Communicative activities implemented by English teachers in TEFL the dominant communicative activity of each English skill implemented by the teachers also reveals that the dominant

¹⁴ Clare Gilby, *Teaching English As A Foreign Language*, Edge Hill University, Edge Hill Careers Centre, p. 1

communicative activity of each English skill implemented in TEFL is the teachers' asking the question in speaking, note-taking in listening, pre-question in reading, and making sentences in writing.¹⁵

Harmer states English is generally taken to apply the students who one studying general English at the schools in their country or as transitory visitor in a target-language country.¹⁶ It means that learning English is very important for students, because English is a subject that is the main target in school.

From the theories above, the researcher would like to say that teaching English as a foreign language is to facilitate the students to communicate with the other people. English language is the international language that used to communicate with other people in the world. So, the teacher should be creative in teaching and make the students like English, enjoy, and change their thinking about English.

B. Concept of Speaking

1. Definition of Speaking

According to Clark and Clark in Nunan, speaking is fundamentally an instrument act, Speakers talk in order to have some effect on their listener.¹⁷ The report shows that speaking is used to communicate

¹⁵ Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung," *Humaniora* 7, no. 4 (30 Oktober 2016): 485–92, <https://doi.org/10.21512/humaniora.v7i4.3601> accessed on Feruari 26th 2020

¹⁶ Jeremy Harmer, *The practice of English Language Teaching*, (Edinburg: Pearson Education Limited, 2007), p.19

¹⁷David Nunan, *Language Teaching Methodology* (UK: Prentice Hall International Press, 1991), p. 23.

with other people. It is one of language skill which is very important to become students who have good potential public speaking. Language as a means of communication has an important role to convey a message to someone directly. Since language is a means of communication, it is not enough for students to learn words, phrases and grammatical features if they want to improve speaking in communication with English language.

In the point of view of Jones, speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across'.¹⁸ Based on the opinion, speaking is appreciated as communication, the speaker is free to express what they want to say with effectively to convey his feelings. Without speaking, human must remain in almost total isolation from any kind of community. Speaking a language is difficult for foreign language learners because effective oral communication involves the ability to use the language appropriately in social interactions.

According to Brown speaking is an interactive process of constructing meaning that can involve producing and receiving and processing information.¹⁹ The importance of speaking that is the English teachers teach speaking activities of the lesson is to make the students

¹⁸ Rhodry Jones, *Speaking and Listening*, (London John Murray publishers Ltd, 1989) p.14.

¹⁹ Brown, H. Douglas, *Language Assessment: Principles and Classroom Practices*, (New York : Pearson Education, 2004).

have a good speaking ability, but not only speaking, the students must have too good pronunciation and right grammar if speak with the other people.

Brindley defines speaking as an oral skill that is used to express a person's understanding, convey intended meaning accurately with sufficient vocabulary, use language in appropriate contexts, and interact with other speakers fluently.²⁰ Language is a vital communication tool that is owned by humans and is used to interact with each other. The fact shows that every human group exists, surely in that place there is language. Thus it is clear that every human being is required to have communication skills both verbally and in writing in order to socialize properly.

By all of the definitions above, it can be concluded that Speaking is spoken productive language activity to communicate information that includes two or more people in which hearers and speakers. When we are hearing information, we give the feedback by speaking to create the good communication.

2. Speaking Ability

Luoma states that speaking are an important part of the curriculum in language teaching, and this makes them an important object assessment as

²⁰ Rahmawati, "Improving English Speaking Ability Using The Team-Games-Tournament Technique:", *English Education Journal*, Vol, 8 No, 1 (2017), Hal. 4 Available at <http://www.jurnal.unsyiah.ac.id/EEJ/article>, Accessed on Februari 13th 2020

well.²¹ It means that speaking is important in language teaching and make good teaching and learning process.

Brandley states ability is condition of being able; power or capacity to do or act in any relation; competence in any occupation or field of action, from the possession of capacity, skill, means, or other qualification.²² It means that ability is someone's capability of doing something ot action.

Brindley defines speaking as an oral skill that is used to express a person's understanding, convey intended meaning accurately with sufficient vocabulary, use language in appropriate contexts, and interact with other speakers fluently.²³ Furthermore, speaking is a skill that involves the ability to know and interact with someone. Finnochiaro and Brumfit propose that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation.²⁴ Therefore, speaking is the ability to develop languages and express their ideas.

According to Duong in Samad article commonly thought of the most important aspects of speaking is grammr,fluency, accuracy, vocabulary and pronunciation.

²¹ Sari Luoma, *Assessing Speaking* (New York: University Press, 2004), p.1

²² Richard Brandley, *Ability: Definition and Meaning*, an article available at https://www.wordnik.com/words/ability?_e_pi=7%2CPAGE_ID10%2C5984741007, accessed on 19 Februari 2020, at 11.27 am

²³ Rahmawati, "Improving English Speaking Ability Using the Team-Games-Tournament Technique", *English Education Journal*, Vol, 8 No, 1 (January 2017), h. 4 Available at <http://www.jurnal.unsyiah.ac.id/EEJ/article>, Accessed on Februari 13th 2020

²⁴ Finocchiaro, M., & Brumfit, C, *The Functional-Notional Approach from Theory to Practice*, (Oxford: Oxford University Pers, Inc,1983), p.400

a. Vocabulary

Vocabulary is a word which has its meaning in every function. A word expresses the content of ideas to avoid confusion in communication. It plays a useful role to define any objects, actions, ideas as well. According to Horby an acceptable language is made up of the number of vocabularies. Mastering vocabulary would define someone's capability in understanding language.

b. Grammar

This is similar to rigid rules in oral and written form. Brown mentions that, Grammar is a system of rules governing the conventional arrangement and relationship of words in the sentence. Moreover, Al-Mekhlafi and Nagaratnam write that grammar is a set of rules that determines the structure of a language, and it could be the way to combine units of a language. Combining necessary units of language help a speaker or a writer in expanding any ideas in their mind, and it makes a person a lot easier to build communication in expressing messages in spoken or written.

c. Pronunciation

This is the process of pronouncing a particular word in a proper manner. Where pronunciation should be acceptable is a necessary aspect in speaking as well. Referring to Nation and Newton, pronunciation is an individual sound which involves good articulation, and it has features of sound such as aspiration, voicing, voicesetting,

intonation, and stress. Pronunciation plays a great role in speaking, and it gives a hint toward what is being said. The interlocutor will misunderstand on catching the meaning whether the speaker pronounces wrong pronunciation. Therefore, pronunciation is how to generate an acceptable and an unambiguous lexical word in language.

d. Fluency

It means knowing about how he/she expresses ideas without using filling word (“um” and “ah”) while talking to the other occurs. Yingjie mentions that fluency is the capability to speak in effective speed and to speak smoothly and to produce the right word without thinking too much. In this case, excellent fluency will create better confidence in expressing ideas and it improves communication skill as well. To be classified as a fluent speaker, we might well fulfill this features as presented by Thornbury as follows, pauses may be long but not often, and pauses allow at the meaningful transition point.

e. Accuracy

Accuracy refers to an understanding word, right in structures, syntax, and better in catching the meaning of messages of language without part of mistakes, and it does not cause hesitation in interaction. It can be conclude that speaking ability is students’ capability to communicate using language to convey their idea, opinions, experiences using English with good pronunciation, grammar,

vocabulary, fluency, and comprehension, and feeling to achieve an understanding each other.

3. Types of Speaking

In teaching and learning speaking, Brown further states that there are some basic types of speaking as in the following taxonomy:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

3. Responsive

Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

5. Extensive (monologue)

Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.²⁵

The speaking type in this research is extensive speaking. The students will try to perform oral transactional such as for the purpose of conveying or exchanging specific information. That is a speech in which a character express his thoughts and feelings to the other characters or audience. However, with the extensive communication either the students' can speak in a comprehensible way without relying on feedback.

4. Teaching Speaking

Teaching speaking is one way that can be used the learners to understand the meaning of communication. And it needs a lot of exercise

²⁵ Brown, H. Douglas, *Language Assessment: Principles and Classroom Practice*, (San Francisco State University, 2004), p. 251

and guidance to master it. According to Tornburry, Speaking is so much a part of daily life that we take it for granted.²⁶ It means that students need a partner to practice, because basically that speaking must continue to practice and repeatedly.

In addition, Nunan suggests that to be successful in speaking, the involvement of appropriate conversational formula, good ability to express phonological features of a language, excellent of mastery stress and an acceptable degree of fluency are required.²⁷ Thus, the learning process must use appropriate methods and strategies, so students can quickly respond to the material. not forgetting also the right phonological features of a language, and the good of mastery stress.

C. Media

1. Definition of Media

Media is a component of learning resources or physical vehicles that contain instructional material in the student environment, which can stimulate students to learn.²⁸ With the development of science and technology, especially in the field of education, the use of learning aids or learning media is becoming increasingly widespread and interactive, such as the presence of computers and the internet.

²⁶ Scott Tornburry, *How To Teach Speaking*, (England: Pearson Longman),p.1

²⁷ Iskandar Abdul Samad, Ahmad Bustari Diana Ahmad, "The Use Of Podcasts In Improving Students' Speaking Skill", *Journal Of English Language And Education*, Vol 3. No. 2, (December 2017), Hal.101 Available at <https://ejurnal.mercubuana-yogya.ac.id/index.php/jele/article> Accessed on Februari 13th 2020

²⁸ Hamdani, *Strategi Belajar Mengajar*, (Bandung:Pustaka Setia,2011),p.243

Brinton in Beena article supposed that media tools serve as an important motivator in the language teaching process because "media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world."²⁹

Based on theory above, it can be concluded that media is a tool to deliver the message or the information to the receivers when process learning in classroom. Media is using material that absorption viewing and listening to understanding word. learning media is the thing that can convey messages, can stimulate the thoughts, feelings, and wishes of students so that they can encourage the creation of learning processes within students.

2. Types of Media

The important of media can not be separated on teaching process many kinds of media in teaching now. Generally there are three kinds of media. These are visual media, audio media, and audio visual media.

a) Visual media

According to Nurwiyanti visual media is also called by printing media. Visual media is all kinds of media that can be seen or touch by the student. The main component for this media is verbal material text

²⁹ Dr.Beena Anil, "Top-Up Students Second Language Talk Time through Vlogs", *Indonesian Journal of EFL and Linguistics*, Vol. 1 No. 2, (2016), hal. 130 Available at <https://pdfs.semanticscholar.org/>, Accessed on Februari 13th 2020

and visual material. Arsyad says that these two main components of technology are LKS students, verbal and improved visual material related to visual perception, readers, information processing and learning theories.³⁰

The characteristics of visual media are:

- 1) Text is real in visual manner, in the other hand visual is exceeded based on the room
- 2) Text and visual show are way communication and receptive
- 3) Text and visual is shown in statistically
- 4) In developing this media depend on the language principle an visual perception
- 5) It is oriented to the students
- 6) The information can be rearranged by the user

Finocchiaro mentions some examples of the media for each type. The visual media may include blackboard, textbook, real object, picture file, chart, pocket chart, flashcard, word card, number card, flannel or felt board, magnetic board, opaque projector, overhead projector and transparency, filmstrip, and miscellaneous materials.³¹

b) Audio media

³⁰ Nurwiyanti, *The Effect of Using Color Pictures as Media of Teaching Vocabulary to the Student's Achievement of Fourth Year in SDN Ketanon 01 Tulungagung*. (Tulungagung: STAIN Tulungagung, 2008), p. 23-24

³¹ Marry Finocchiaro, *Teaching English*, p. 155-185

Audio media also called by listen media usually it is used to listen and understand the passage. The characteristics for this media is that is way communication for example radio, tape recorder etc.³²

c) Audio visual media

Audio visual media is the function of two kinds of media, they are audio media an visual media. The audio visual media need mechanic electronic to show the message of audio visual message.

Based on the explanation above, the teachers can choose and show the appropriate media to students. The teachers must know that the use of media is transferring material that is interesting, efficient and helps students to more easily understand the material. Therefore, the media used must be more contextual and involved students to study.

3. Video

Video is a technology that is used to capture, record, process, transmit and rearrange moving images and usually using celluloid film, electronic signals, or digital media. According to Newby et al., videos are the display of recorded pictures on television-type screen.³³ Therefore, Video is a technology for capturing, recording, processing, and rearranging moving images or a series of rapidly rotating image frames.

³² Kasihin Sunyoto, *English for Young Learners*. (Malang: Universitas Malang, 2004), p. 42

³³ Newby, Stepich, Lehman, & Russell, Thesis *The Effectiveness Of Using Video In Teaching Speaking*, p.23

Video is a recording of the live or in other words is a video display moving images are accompanied by sound. video in nowadays today is teachers can use a video because it is short or simple and also easy support in teaching and learning process. The other side, with video the teachinglearning process is more flexible accessible and memorable and video can bring the new information, the last video can make students improve their speaking outside the classroom.

Based on the explanation above, in short video is one of the media as a tool or mediator whose function is to clarify the message, provide motivation in the learning process to provide information to students.

4. Types of video

There are three basic types of video that can be used as learning media proposed :

1. Off-air Programs

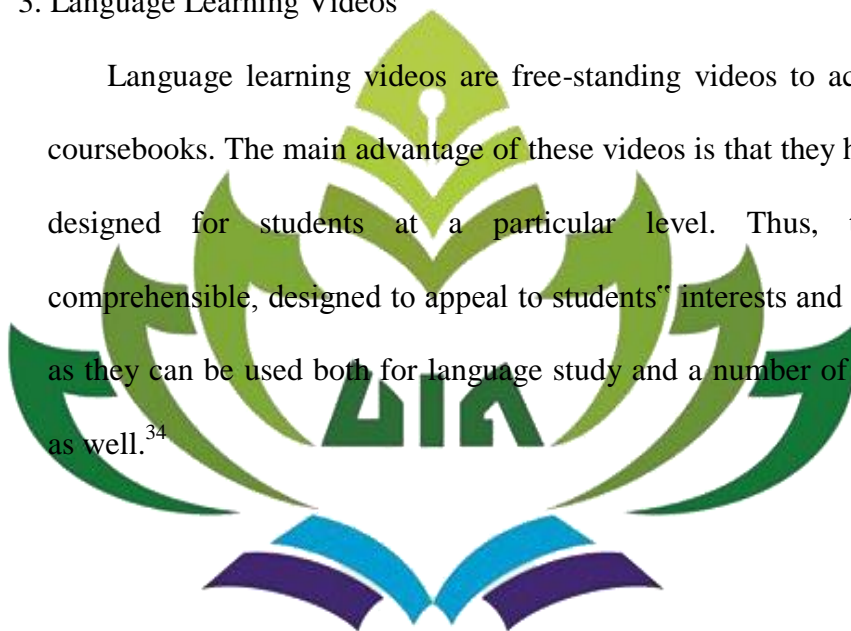
It includes program recorders from a television channel that can be engaging for students. Some off-air videos are extremely difficult for students to understand, especially where particular accents or colloquial language are used. The best programs are ones which can be used for a range of activities including prediction, teaching language, cross-cultural awareness or as stimuli for the students' own creativity.

2. Real-world Video

Real-world video deals with featured films, exercise manuals, wildlife documentaries, comedy etc. In selecting the videos, teacher needs to make a choice based on how engaging and comprehensible the extract is likely to be, whether it has multi-use potential and the length of the extract that match to time allocation of activities in the classroom.

3. Language Learning Videos

Language learning videos are free-standing videos to accompany coursebooks. The main advantage of these videos is that they have been designed for students at a particular level. Thus, they are comprehensible, designed to appeal to students' interests and multi-use as they can be used both for language study and a number of activities as well.³⁴



5. Video Blog (Vlog)

³⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburg: Pearson Education Ltd:2007), p.284

According to Rouse, a vlog is a blog that contains video content.³⁵

Video bloggers generally edit their video with video editing tools, adding background music, sound or text and upload them to their video blogs to share their vlogs with their audiences. Video bloggers share their videos within a community, receive comments on their videos and set a conversation with their audiences. Today, vlogger usually make vlogs regularly, daily, weekly or even monthly. There is also a term take-a-long vlogging which means that tells vlogger daily in long duration, like going to the mall, beach, then riding a motorcycle, then, go home and sleep contained in a video.

According to William and Sawyer video is technology for capturing, recording, processing, transmitting and rearranging moving images while vlog or vlogging (blogging video “vlog”) or it could be shortened to vlogging (pronounced Blogging) is a form of blogging activities using the medium of the video above the use of the text or audio as a major media source.³⁶ It means video blog can be useful to support all the activities in teaching and learning process. It means video in nowadays today is teachers can use a video because it is short or simple and also easy support in teaching and learning process. Is it not big different because video is an application while vlog is the person who talk in the video. Vlog

³⁵Rouse, Margaret, (2006), Definition of Vlog. [Online] Available: <http://whatis.techtarget.com/definition/vlog-video-blog>, accessed on January 30th 2020

³⁶ Williams, B.K and Sawyer, S.C, *Using Information Technology: pengenalan praktis dunia komputer dan komunikasi (edisi 7) penerjemah Nur Wijayaning Rahayu dan Ari Prabawati*, (Yogyakarta: NDI, 2007), p. 97

usually contain interests, opinions and thoughts, almost similar to television shows, even though the production process is not as complicated as television shows.

It is not big different because video is an application while vlogger is the person who talk in the video. Vlog is one of media latest technologies that opened new ways of communication through public created media.³⁷ It is clear that short segments of video blog are more effective in the teaching learning process because the teacher can choose any part which of certain language that will be learned and practiced by the students. Using video blog in teaching speaking gives an authentic of English. It is interesting and motivating for the students to learn. The other side, with video the teaching learning process is more flexible accessible and memorable and video can bring the new information, the last video can make students improve their speaking outside the classroom. However, the teacher should also manage the use of video blog and the impact for the students, so they can see it clearly and become aware of what the aims of video for their learning.

Based on theory above, it can be concluded that vlogs combine images, audio, movies and text to communicate personal reflections, ideas, expression of feelings, documentaries and stories. Video blogging (a term vlogger make his vlog) is usually done by speaking in front of the camera

³⁷ Baran, "*the promises o videoblogging in education*", (The annual convention of the association or educational communications and technology,2007), p.10

to tell about something that someone likes, speaking a variety of tips, share whatever is in the mind, montage, some even making such a movie clip.

6. Project Based Learning (PJBL)

Project based learning is a learning approach that gives students the freedom to plan learning activities, carry out projects collaboratively, and ultimately produce work products that can be presented to others.³⁸

Project-based learning model (project based learning) is innovative learning that is centered on students (student centered) and assigns teachers as motivators and facilitators, where students are given the opportunity to work autonomously in constructing their learning.³⁹ The project based learning (PjBL) model is a learning model that involves a project in the learning process.

7. Project Based Learning Steps

The learning steps in Project Based Learning as developed by The George Lucas Educational Foundation consist of:⁴⁰

- a. Begins with the essential questions

Take a topic that relevant to real-world reality and begin with an in-depth investment. Essential questions are asked to provoke knowledge,

³⁸ I wayan eka mahendra, Project Based Learning bermuatan etnomatematika dalam pembelajar matematika, jurnal kreatif vol. 6 No 1 P-ISSN: 2303-288X E-ISSN: 2541-72007, h. 109

³⁹ Trianto Ibnu Badar Al-Tabany, Mendesain Model Pembelajaran Inovatif, Progresif dan Kontekstual: Konsep, Landasan, dan Implementasinya pada kurikulum 2013(kurikulum tematik Integratif), (Jakarta: Kencana, 2014), h. 42.

⁴⁰ Trianto Ibnu Badar al-Tabany, *Op.Cit*, h. 52-53

responses, criticism and ideas of students about the project theme to be raised.

b. Planning project execution rules

Planning contains the rules of the game, the selecting activities that can support in answering essential questions, by integrating as many subjects as possible, and knowing the tools and materials to assist with project completion.

c. Create a schedule of activities

Teacher and students collaboratively compile a schedule of activities in completing the project. This schedule is structured to find out how long it will take to work on the project.

d. Monitoring the development of student projects.

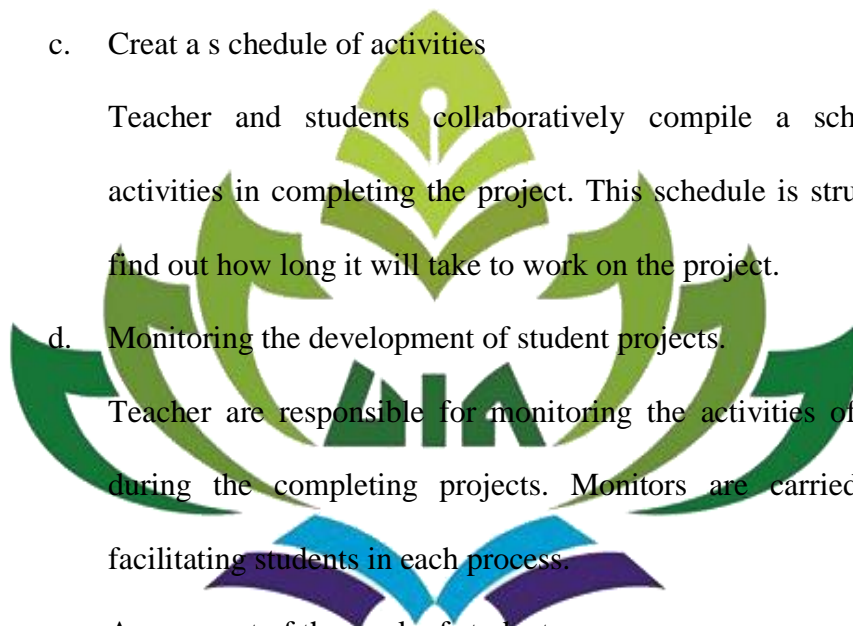
Teachers are responsible for monitoring the activities of students during the completing projects. Monitors are carried out by facilitating students in each process.

e. Assessment of the work of students

Assessment is carried out to help teacher measure the achievement of standards, play a role in evaluating the progress of each student, providing feedback on the level of understanding that students' have achieved, help the teacher in developing learning strategies.

f. Evaluation of the learning experience of students

At the end of the learning process, the teacher and students reflect on the activities and results of the project that have been carried



out. The reflection process is carried out both individually and in groups. At this stage students are asked to express their feelings and experiences during the completion of the project.

8. The Prosedure In Using Video Blog

In the process of using vlog there are some procedures which students should do before make vlog. Hung suggests in his journal, the procedures of using vlog are:

1. The teacher helps the students to set up their vlog.
2. Every student required to prepare the video and upload their video to the vlog.
3. The student visited one to another vlog to give comment, feedback, and suggestion.
4. Finally, the students can reflect on their vlog. They can evaluate their vlog and focuses to improve their speaking also content.⁴¹

Furthermore, the students' make the video with the certain topic. It is highly recommended to use topic related to the teaching and learning topic in class or students experience. After students' complete the video teacher need to give feedback to the students' performance. Hence, the students' know their speaking strength and weakness. In addition, the number of video created by the students' can be adjusted to the meeting or the duration of teaching and learning process.

⁴¹Hung, ST, Aplikasi pedagogis Vlogs: Investigasi terhadap persepsi pelajar ESP, British Journal of Educational Technology, 42 (5), 736-746 <https://doi.org/10.1111/j.1467-8535.2010.01086.x>

9. The Advantages and Disadvantages of Using Video Blog

Advantages and disadvantages of Vlog according to Anderson there are:

1) Vlog has advantages, such as:

- a. By using the video (sound or not), we can show a certain movement back.
- b. Using a particular effect can be strengthened both the learning process as well as the entertainment value of serving it.
- c. With the video, the information can be presented simultaneously at the same time on site (class) are different and with attendance or participants of the infinite with the road put the monitors in each classroom.
- d. With the video students are able to learn independently.

2) While the disadvantages of the use of vlog among others:

- a. The cost of video production is very high and only a few people are able to do it.
- b. Small screen monitor will limit attendance, unless the network monitors and upgrades video projection system.
- c. When it is used, video equipment should be readily available at the place of use.
- d. The nature of the communication one way direction and must be balanced with the search feedback forms the other.⁴²

⁴² Anderson, Ronald, *Audio Visual Media*[online], (2012)

Learning media must have advantages and disadvantages of each, but with the advantages of using video blog weaknesses the teacher can implement teaching and learning activities easily. Using video blogs is very useful for the language learning process because of that combining fun and pedagogical instructions that reflect real interactions.

D. Frame of Thinking

English is one of the mandatory foreign languages in subjects at the Muhammadiyah MA in Bandar Lampung. One of the language that students must mastered is speaking or communicating using English. In fact, speaking English is often considered difficult by students. They cannot speak fluently and right because English is not their mother tongue.

Most of students are shy and afraid when speaking in front of the class. They are afraid if making wrong when they speak in front of their friends. They did not get the appropriate learning model so they often use the wrong grammar, say the wrong words, and use them intonation and stress patterns that are not right, we know that to master English, we have to see four language skills, namely listening, speaking, reading and writing.

The development of the globalization era, we must be able to communicate with other people all over the world, and than many people interest using smartphones especially student's. Therefore, smartphones can be use as a media for learning proses, we must master it foreign as a

communication tool with learning objectives English. Students must communicate English both oral and written.

Based on the statement above, the researcher assumes that One of them is choosing the appropriate media or approach. Teach English using Video blogs will make students interested in learning English. and will help students to improve their speaking skills. thus students have more vocabulary to speak and memorize well. The students should learn independently and take more practice in speaking by using video blog, because video blog can provide interesting material and communicative tasks, so the student accustomed in speaking English.

In addition, if they have a lot of vocab, they will easily speak well and can make students more active in English. The teachers can use media to teaching and tend to use only textbook in teaching and learning process. Thus, student development can be fulfilled and learning becomes more effective.

E. Hypothesis

Ha : There is any significant influence of using video vlog towards students' speaking ability in expressing of daily activities at the first semester of eleventh grade of MA Unwanul Falah Pesawaran in the academic year of 2020/2021.

Ho : There is no significant influence of using video vlog towards students' speaking ability in expressing of daily activities at the first semester of eleventh grade of MA Unwanul Falah Pesawaran in the academic year of 2020/2021.



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